

# Comprehensive Plan Report

Filter: Indicators included in the plan.

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

11/15/2016

Gosnell High School NCES - 50002901277

Gosnell School District

## School Success Indicators

Key Indicators are shown in RED.

### School Leadership and Decision Making

#### Establishing a team structure with specific duties and time for instructional planning

<b>Indicator</b>	<b>ID01 - A team structure is officially incorporated into the school governance policy.(36)</b>		
<b>Status</b>	Tasks completed: 1 of 2 (50%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 08/28/2015	
		<b>Objective Met</b> - 11/24/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The school is conducting these meetings at all levels, there just needs to be documentation in our school governance policy.	
<b>Plan</b>	Assigned to:	Len Whitehead	
	How it will look when fully met:	The teams will continue to conduct meetings The principal will make sure that this action is added to our school governance policy The school will provide evidence through team meetings agendas, meeting minutes, and school governance policy	
	Target Date:	12/31/2015	
	<b>Tasks:</b>		
	1. Add team meetings to school governance policy		
	Assigned to:	Len Whitehead	
	Added date:	08/28/2015	
	Target Completion Date:	12/31/2015	
	Comments:	The principal will talk with upper administration about getting this action put in our governance policy.	
	<b>Task Completed:</b>	<b>11/23/2015</b>	
	2. -Mr. Whitehead met with the district leadership team and requested that this indicator be added to our school governance policy. 11/16/15		
	Assigned to:	Len Whitehead	
	Added date:	09/22/2016	
	Target Completion Date:	11/16/2015	
	Comments:		
<b>Implement</b>	Percent Task Complete:		

Objective Met:	11/24/2015
Experience:	11/24/2015 We discussed the school governance policy in both district and school leadership meetings to revise and complete it and enter it into our district policy.
Sustain:	11/24/2015 We will continue to refer to our policy when making decisions for our meetings and agendas.
Evidence:	11/24/2015 Policy 5.4 was approved at the board meeting and the agenda and minutes are on our school website.

### School Leadership and Decision Making

#### Aligning classroom observations with evaluation criteria and professional development

<b>Indicator</b>	<b>IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/08/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We are providing break out sessions for teachers to choose from during our school PD days. Teachers complete a needs assessment and admin considers those responses when planning job embedded PD.	
<b>Plan</b>	Assigned to:	Len Whitehead	
	How it will look when fully met:	The district and School will provide job-embedded PD plans through APSRC, PLC meetings, PD days, Breakout sessions. The evidence will be sign in sheets and all curriculum work completed by the teams.	
	Target Date:	05/24/2016	
	<b>Tasks:</b>		
	1. The instructional facilitator will collaborate with teams of teachers to produce standard-aligned units of instruction.		
	Assigned to:	Stephanie Hancock	
	Added date:	05/03/2016	
	Target Completion Date:	05/24/2016	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

### School Leadership and Decision Making

#### Expanded time for student learning and teacher collaboration

<b>Indicator</b>	<b>IH01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)</b>		
<b>Status</b>	<b>Objective Met</b> 5/3/2016		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 02/02/2016	
		<b>Objective Met</b> - 05/03/2016	

	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Before and after school tutoring Credit Recovery Odyssey Lab IXL Program ACT Prep classes	
<b>Plan</b>	Assigned to:	Stephanie Hancock	
	How it will look when fully met:	The objective will be fully met when we have a description and data to measure the progress of each extended learning program.	
	Target Date:	05/24/2016	
	<b>Tasks:</b>		
	1. Each program director will produce a description of their program and the data needed to measure the progress. This will be compiled by the instructional facilitator and presented to the district leadership team for review.		
	Assigned to:	Stephanie Hancock	
	Added date:	05/03/2016	
	Target Completion Date:	05/24/2016	
	Comments:		
	<b>Task Completed:</b>	<b>05/03/2016</b>	
<b>Implement</b>	Percent Task Complete:		
	Objective Met:	5/3/2016	
	Experience:	5/3/2016 Each program director provided a detailed description and data for the extended learning time program that we reviewed in our district leadership meeting.	
	Sustain:	5/3/2016 We will continue to collect data on these programs and monitor their progress.	
	Evidence:	5/3/2016 We have created a report that includes the descriptions and data that will be filed for each school year.	

### Curriculum, Assessment, and Instructional Planning

#### Engaging teachers in aligning instruction with standards and benchmarks

<b>Indicator</b>	<b>IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)</b>		
<b>Status</b>	Tasks completed: 1 of 3 (33%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 08/28/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	Instructional teams are working in professional development, PLC meetings, and in daily collaboration meetings to create standards-aligned units of instruction for each subject and grade level.	
<b>Plan</b>	Assigned to:	Stephanie Hancock	
	How it will look when fully met:	All instructional team members will have standards-aligned units of instruction for each subject and grade level to use in their classrooms.	
	Target Date:	04/15/2016	
	<b>Tasks:</b>		
	1. The principal and the instructional facilitators will ensure that this is an ongoing process within our school and that teachers are producing standards-aligned units of study in their subject and grade.		
	Assigned to:	Len Whitehead	
	Added date:	09/16/2015	
	Target Completion Date:	04/15/2016	
	Frequency:	weekly	
	Comments:	Instructional teams meet daily and weekly to create standards-aligned units of instruction.	
	<b>Task Completed:</b>	<b>05/20/2015</b>	
	2. Meet with 7-8 Science teachers and enter standards into our new curriculum document.		
	Assigned to:	Stephanie Hancock	
	Added date:	10/19/2016	
	Target Completion Date:	10/21/2016	
	Comments:		
	3. Meet and get text resources to add to the Social Studies curriculum document		
	Assigned to:	Kathy Hodge	
	Added date:	10/19/2016	
	Target Completion Date:	10/21/2016	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 1 of 3 (33%)	
<b>Classroom Instruction</b>			
<b>Expecting and monitoring sound instruction in a variety of modes</b>			
<b>Indicator</b>	<b>IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 02/02/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Collaboration teams work on curriculum alignment Some instructional teams and groups have pacing guides This will require more time for progress	
<b>Plan</b>	Assigned to:	Len Whitehead	
	How it will look when fully met:	Each teacher will have a document that aligns standards,curriculum,	

	How it will look when fully met:	instruction, and assessment.
	Target Date:	05/31/2020
	<b>Tasks:</b>	
	1. Science teachers will put texts in the curriculum document.	
	Assigned to:	Stephanie Hancock
	Added date:	11/14/2016
	Target Completion Date:	12/16/2016
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 1 (0%)